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ABSTRACT

This book offers six stories on how administrators worked to improve mathematics instruction in their school districts. Each situation is unique and so is the approach each of these administrators took for improving the teaching of mathematics. Common to all of the stories is the knowledge that improving mathematics instruction is a complex task that requires ongoing attention. In that spirit, all of the chapters are works in progress in which the authors describe how they arrived at where they are now while realizing that the work is never finished. (KHR)

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